



MEMORANDUM

To: James C. Condos, Chair, Senate Education Committee
Howard T. Crawford, Chair, House Education Committee

cc: Superintendents, VSA, VPA, VSBA, VT-NEA

From: Raymond J. McNulty, Commissioner
Peter W. Thoms, Policy Analyst

Re: Annual Report on Act 150 of 2000, Public School Choice in Grades 9-12

Date: January 21, 2003

I. Introduction

This is the second annual report required by Act 150. It provides current information on how schools have implemented the law and the extent to which students have participated. The information was gathered during the fall and early winter of this first year when students have exercised high school choice. We look forward to answering any questions, and will appreciate any comments or suggestions you have after reading and discussing the report. Department staff will be available to testify as needed.

Given that school choice began this academic year, the report covers the parts of Sec. 3 (b)(2) of the Act¹ about which we have received information from schools and about which the Department has data. We have not had the opportunity to inquire into the qualitative questions covered in Sec. 3 (b)(2)². To address those important issues in depth, we are preparing a Request for Proposals. The research conducted under the contract will enable us to bring more extensive information to the legislature next January, and will contribute substantially to the comprehensive report due in January 2005. Throughout this report, you will find references to areas and issues which we could not address; the larger study will look at these. A link to [Act 150](#) is provided.

This report was discussed and approved by the State Board of Education at its January 21st meeting.

¹ Described in (B), (D),(G), (H), (L), and (M)

² Described in: (A), (C), (E), (F), (I), (J), (K), and (O)

II. Implementation of School Choice, 2002-2003

1. Data Collection

As required by Act 150, all public high schools formed choice regions ([Attachment A](#)) during school year 2001-2002. While they were not required to, some regions sent agreements to the Department of Education, where they have been retained but not analyzed in detail. In early October 2002, we sent a form to schools requesting information about students who applied to transfer from the school and the disposition of each request; similar information was asked about students seeking to enroll in a school through the choice program. A copy of the data collection form ([Attachment B](#)) is included in this report. We received information from all 61 schools.

The collection and review of data revealed inconsistencies in reporting and in applying Act 150 requirements, which we describe below. In addition, in part because this was a new data collection, it took considerably longer than anticipated to gather results from schools. This delay limited our capacity to pursue all of the questions raised by the information provided. Coupled with the fact that the law is being implemented for the first time, the nature of the requested information – involving students' and parents' decisions about where to live, work, and attend school – lent uncertainty and unpredictability to the data provided to us.

The Act suggests several areas for inquiry, each of which we have pursued:

- how many students exercised choice and how many wished to but were unable to do so;
- access to choice by students with special needs and whether their needs were accommodated;
- social and economic factors of choice participants;
- effects of the system on access to technical centers, and
- effects on small schools.

To address these questions, we linked the information received from schools to our demographic files on individual students. In addition to the four issues above, we have looked at the following: gender, English language learners, and race/ethnicity. The information received has not enabled us to address the question, also suggested by the Act, of unintended consequences.

In some cases, we received incomplete information. For example, twenty-two schools did not provide figures on either the limits on the number of students allowed to transfer or on their capacity to receive students, or both.³ Two schools did not retain records from the selection process last spring.

³ Act 150 allowed schools to set limits on transfers from schools (three percent or six, whichever is smaller, though schools were permitted to set higher limits) and required them to determine their capacity to accommodate students coming in (but without prescribing numbers).

2. Statewide Findings

The following is a discussion of the suggested areas of inquiry included in Sec. 3 (b)(2) of the Act.

(B) How many pupils exercised choice and how many pupils wished to exercise choice but were unable to do so.

Data provided by schools show that 254 students applied to transfer from high schools for the current school year. (Although 28 of these students were not listed with transfer information provided by schools, they were listed by schools as enrollees. We therefore include them in the number who wished to transfer.) The total is .7 percent of the statewide enrollment of 28,241 students in grades 9-12. Of the 254 who applied, 161 (73 percent) enrolled in another school. See [Appendix A, page 1](#). In addition, we have attached a list of schools with a range of school choice information ([Attachment C](#)), which is more fully described in [#3 on page 8](#) of the report. That list has provided statewide information for this section.

Here is a context for the number of enrolled students. Given the limits on transfers from each school (three percent or six, whichever is smaller), and reported information showing that at least 20 schools had transfer limits of 10, the theoretical statewide transfer limit approached 450 students. Information provided for this study did not allow us to determine why only 254 students applied to transfer.

In the process of collecting and analyzing the data, we learned that some schools with voluntary school choice arrangements – in effect before Act 150 was enacted or took effect – treated the data inquiry differently than did others. We also learned that 87 (fifty-four percent) of the 161 currently enrolled choice students were enrolled in the same school during school year 2001-2002. Because this is such a high percentage, it deserves careful attention. Although we have been unable to devote sufficient staff time to pursue the question fully, and although schools did not provide sufficiently clear information on this issue, we offer what we believe are reasonable hypotheses about what happened.

Sixty-four (74 percent) of the 87 students are attending schools that had choice arrangements prior to the enactment of Act 150. Regions where this occurred are the Rutland County School Choice Collaborative, the Montpelier/U-32 Region, and the Winooski Valley Region.⁴ A few schools specifically noted that current Act 150 choice students had enrolled under pre-existing arrangements. Because most did not, however, and because we have not had the opportunity to verify this assumption, we can only say that it appears reasonable that a significant number of these enrolled students participated in the choice programs that pre-dated Act 150. It's possible, of course, that other factors may be involved. For example, please see the next paragraph.

The remaining 23 of the 87 students were enrolled in eight schools, none of which to our knowledge had pre-existing choice arrangements. Because Green Mountain UHSD had

⁴ The structure of regions is described on page 7 and in the attachment described there.

the largest number of these students, 11, we contacted the person there who provided the school's choice information . We learned that several factors were relevant, including: a pre-existing choice arrangement among several local superintendents (two students); moves by parents from Chester to other towns in the current region, from which the students applied for choice (five students); and students who had been tuitioned to Green Mountain from nearby towns (Grafton and Springfield) in the 7th and 8th grade, who then applied for choice from there as 9th graders (four students).

Given the above information on the 87 students, it may be that schools gave preference to those students who had attended the school last year. Some evidence of this is the following breakdown by grade of the 87:

▪ 9 th	6
▪ 10 th	25
▪ 11 th	22
▪ 12 th	31
▪ unknown	3

Using the hypothesis that schools may have given preference to these students leads to another perspective on the numbers of students exercising or seeking to exercise school choice. That is, if 87 students are subtracted from the original 254 seeking to exercise choice, that leaves 167. And if the 87 are subtracted from the 161 enrollees, the result is 74. This means that 44 percent (74 of 167) of those seeking to exercise choice for the first time were able to do so through Act 150.

While the finding clearly bears further inquiry, it may be reasonable for schools to give preference to students who had already been attending under earlier arrangements. Indeed, Act 150 itself provides for that preference after the first year of enrollment as a choice student.

In a somewhat surprising finding, we found that 11 schools had no enrollments, 10 had no transfers, and another group of 10 had neither. While this clearly deserves further study, we could not analyze it more deeply from the information gathered for this report. This, of course, relates directly to the issue discussed above, as to why only 254 students applied to transfer.

Applications to transfer by grade level (keeping in mind that 28 of the enrolled students were not included on transfer information from schools):

▪ 9 th	69
▪ 10 th	50
▪ 11 th	46
▪ 12 th	55
▪ unknown	6

Total 226

Enrollments by grade level:

▪ 9 th	45
▪ 10 th	38
▪ 11 th	36
▪ 12 th	42

Here is a breakdown by numbers of students who transferred, listed with the number of high schools. Thirty-four schools (58 percent) had one or fewer students transfer, and fifty schools (82 percent) had four or fewer transferring students.

Number of high schools		Number transferring
	20	none
	14	1
	16	2-4
	8	5-7
	3	10-12
Total	61	161

Here is a breakdown by numbers of students who enrolled, listed with the number of high schools. Thirty-four schools (58 percent) had one or fewer students enroll, and fifty schools (82 percent) had four or fewer enrolling students.

Number of high schools		Number enrolling
	21	none
	13	1
	16	2-4
	7	5-7
	4	13-20
Total	61	161

Of those who applied to transfer, the available information appears to indicate that 33 students (13 percent of 254 or 20 percent of 167) were unable to exercise choice because they were screened out of the process through the lottery authorized by the law. This means that 221 students (including the 87) were ultimately eligible to enroll in other schools. A lottery is required by Act 150 when more students want to transfer (or enroll) than are allowed to by the school.

Lotteries were not used in all cases because at least three data request forms stated that students would be allowed to transfer to another school in the region only if a student from the other school wanted to transfer. This approach does not appear to comply with the Act 150 provision allowing schools to place limits on the number of students allowed

to transfer. We have determined that this provision is both permissive and restrictive. That is, schools could set higher limits for transfers, as many did. But they could not set lower limits unless they had determined that they had no capacity to receive students. Department staff will be contacting the schools to discuss this issue.

Available information indicates that 18 students who sought to enroll in schools (having been selected to transfer from their school) were unable to exercise choice because they were screened out of the process through the authorized lottery; not all schools, however, stated this explicitly.

Forty-two students (16 percent of 254) who were accepted for transfer or enrollment did not enroll. Known reasons (which were not given for every student) included: moving, residing in a town which sends tuition to another high school apart from Act 150, attending private schools, and not having a reciprocating student in a region which required a participating student from each school before permitting choice. Information provided by schools does not enable us to determine whether students were offered second choices if they were excluded through a lottery.

Act 150 provides that funds may go with choice students if regional agreements so provide. Although it was not requested by the legislature in Act 150, to a limited extent we looked at the question whether funds followed students who exercised school choice. The four schools with the highest choice enrollments (Mill River, 20, Green Mountain, 16, Montpelier, 15, and Rutland, 13, comprising 40 percent of all enrolled choice students), do not send funds with students. Although we have not reviewed all the regional agreements sent to the Department, this appears to be common practice.

(D) How choice has affected the stratification of student populations with respect to social and economic factors.

This aspect of the report is based on demographic information the Department monitors each year. For students in grades 9-12 statewide (28,241), 18.1 percent qualify for the free or reduced lunch program. Of the 221 students requesting enrollment, 19.9 percent qualified for the free or reduced lunch program, and 18 percent of the 161 enrolled students qualified. There are comparable percentages for students who requested to transfer and were selected for transfer. See [Appendix A, pages 2-3](#) and [Appendix A-1](#). The latter describes the issue of reaching statistically reliable results.

(G) Whether special education students and others with special needs are receiving equal access to choice and whether their needs were accommodated.

Of students in grades 9-12 statewide, 13.4 percent have Individual Education Plans (IEPs). Of the 221 students requesting enrollment, 11.8 percent had IEPs and 11.8 percent of those who enrolled had IEPs. There are comparable percentages for students who requested to transfer and were selected for transfer. See [Appendix A, pages 2-3](#). Information gathered for this report provided no basis on which to assess whether the needs of special education students enrolled in other schools are being met.

(H) The effect of the system on access to technical centers and transition to work programs.

Information the Department has on technical centers – in relation to the school choice data received from schools – suggests that access to technical centers has been enhanced by Act 150. See [Appendix A, page 4](#), which indicates that schools either with technical centers or with access to them were chosen by students exercising choice at relatively higher rates than schools without such access. For the former two groups, enrollments exceeded transfers, while it was the reverse for schools without access to technical centers.

Whether the effect is real – that is, whether the availability of technical centers within the school choice program influenced choice decisions – needs further study.

The information provided for this report did not allow us to determine whether the choice program affected access to transition to work programs.

(L) How the system has affected small schools.

To address this issue, we described a school as small if it had 25 or fewer graduates. The pattern of the data indicates that students attending small schools are more likely to transfer from them than are students from larger schools likely to enroll in smaller schools. See [Appendix A, page 4](#).

(M) The structures of the different regional choice collaboratives.

Please see the attached alphabetical list of schools (April 2002) noting their membership in choice regions ([Attachment A](#)). It describes several regional structures, ranging from schools paired with only one other school (nine) to schools paired with two, three or four. There are three large regions: Rutland County School Choice Collaborative (seven), Southeast Region (11), and Winooski Valley (15), which together comprise 54 percent of the 61 schools. Some schools have separate agreements with more than one other school.

The following are additional analyses we have conducted.

Choice participation by gender

Females comprise 48.6 percent of high school students statewide. Of the 221 students who applied to enroll in schools through Act 150, 55.7 percent were females, and of the 161 who enrolled, 55.9 percent were females. There are comparable percentages for students who requested to transfer and were selected for transfer. This is the only finding, based on the Department's demographic data (for IEP, economic factors, limited English proficiency, race, and ethnicity), in which school choice participation did not reflect the overall description of high school students. See [Appendix A, pages 2-3](#).

Choice participation by limited English proficiency (LEP)

Students with LEP (300 statewide) comprise 1.1 percent of all high school students in Vermont. The percentage of LEP students requesting enrollment in the choice program was .5, and the percentage of LEP students enrolling is .6. There are comparable percentages for students who requested to transfer and were selected for transfer. See [Appendix A, pages 2-3](#).

Choice participation by ethnicity and race

A review of [Appendix A, pages 2-3](#), shows that the numbers of students, by ethnicity and race who wanted to participate or did participate in choice, were similar in percentage to their overall percentage in the schools. The numbers are very low, reflecting the overall numbers in these groups of students statewide.

3. Data by School

Please see the attached listing of individual public high school choice information ([Attachment C](#)), covering the following:

- Whether schools retained records
- Transfer capacity
- Enrollment capacity
- Students transferred by Act 150
- Students enrolled by Act 150
- Known "grandparented" students from previous year
- Small high schools
- Access to technical centers

4. Conclusion

While the report shows that we do not have complete information on all aspects of the choice program in this, its first year of implementation, we have carefully reviewed all the information received from schools, and have related it to the data about students and schools that we maintain.

Although we have not been able to determine why a small number of students participated this year, schools and students are taking part at varying levels and, once they apply for the program, it appears to be working. There is no evidence of bias in the selection of students for the program. In this sense, the data overall are unremarkable.

Further study is clearly warranted and required by the Act, and we have cited this need extensively in the report. It is important to investigate whether there are factors that explain why students are not participating; these factors may be "negative," such as not having transportation or "positive," such as students preferring their school.

III. Next Steps

We will implement the Request for Proposals for the wider school choice study, which will pursue the qualitative questions raised in Sec. 3(b) 2 of Act 150, subject to resolving privacy issues that students and parents may have. The wider study will also look into many of the questions not addressed in this report.

We will communicate with schools and superintendents this winter concerning several issues:

- preserving information from the selection process;
- maintaining membership in regions; and
- clarifying the requirements for setting limits on capacity of students transferring (for 2003-2004 and beyond, the permissive limit goes to five percent or ten students, whichever is smaller) and coming in; the law requires schools to make decisions about both each year before the selection process begins.

We will improve our data collection process, and will be seeking suggestions and comments from schools and superintendents on how the choice program can be administered more effectively and efficiently.

APPENDIX A

The Data

Number of High Schools	61
Number of High Schools Reporting	61

B) How many 9-12th grade pupils exercised choice and how many pupils wished to exercise choice but were unable to do so.

Number requesting enrollment	221
Number enrolled	161
Number accepted but did not enrolled	36
Number declined	18
Other	6
Students requesting enrollment at two schools	8
Students declined enrollment from two schools	0
Number requesting transfer	226
Number transferred	161
Number accepted but did not enrolled	22
Number declined	33
Other	10

APPENDIX A

D) How choice has affected stratification of student populations with respect to social and economic factors.

	Total number of 9-12th grade students in Vermont Public High Schools		Total number of 9-12th grade students requesting enrollment by choice*		Total number of 9-12th grade students enrolled by choice		Total number of 9-12th grade students declined enrollment by choice	
Total	28,241		221		161	72.9%	18	8.1%
Gender								
Female	13,712	48.6%	123	55.7%	90	55.9%	8	44.4%
Male	14,529	51.4%	98	44.3%	71	44.1%	10	55.6%
Special Ed								
With IEP	3,787	13.4%	26	11.8%	19	11.8%	4	22.2%
Without IEP	24,454	86.6%	195	88.2%	142	88.2%	14	77.8%
Poverty								
Free/Red Lunch	5,098	18.1%	44	19.9%	29	18.0%	2	11.1%
No Free/Red Lunch	23,139	81.9%	173	78.3%	128	79.5%	16	88.9%
Unknown	4	0.0%	4	1.8%	4	2.5%	0	0.0%
LEP								
LEP	300	1.1%	1	0.5%	1	0.6%	0	0.0%
Not LEP	27,941	98.9%	216	97.7%	156	96.9%	18	100.0%
Unknown	0	0.0%	4	1.8%	4	2.5%	0	0.0%
Ethnicity								
Hispanic	185	0.7%	1	0.5%	1	0.6%	0	0.0%
Not Hispanic	28,056	99.3%	216	97.7%	156	96.9%	18	100.0%
Unknown	0	0.0%	4	1.8%	4	2.5%	0	0.0%
Racial Category								
American Indian/Alaskan Native	172	0.6%	0	0.0%	0	0.0%	0	0.0%
Asian	402	1.4%	0	0.0%	0	0.0%	0	0.0%
African American	308	1.1%	2	0.9%	2	1.2%	0	0.0%
Native Hawaiian/Pacific Islander	70	0.2%	2	0.9%	2	1.2%	0	0.0%
White	27,289	96.6%	213	96.4%	153	95.0%	18	100.0%
Unknown	0	0.0%	4	1.8%	4	2.5%	0	0.0%

*3 of the 4 unknown students went to private school.

APPENDIX A

G) Whether special education students and others with special needs are receiving equal access to choice and whether their needs were accommodated.

	Total number of 9-12th grade students in Vermont Public High Schools		Total number of 9-12th grade students requesting transfer by choice		Total number of 9-12th grade students transferred by choice		Total number of 9-12th grade students declined transfer by choice	
Total	28,241		226		161	71.2%	33	14.6%
Gender								
Female	13,712	48.6%	124	54.9%	89	55.3%	13	39.4%
Male	14,529	51.4%	102	45.1%	72	44.7%	20	60.6%
Special Ed								
With IEP	3,787	13.4%	25	11.1%	19	11.8%	5	15.2%
Without IEP	24,454	86.6%	201	88.9%	142	88.2%	28	84.8%
Poverty								
Free/Red Lunch	5,098	18.1%	38	16.8%	30	18.6%	5	15.2%
No Free/Red Lunch	23,143	81.9%	182	80.5%	131	81.4%	26	78.8%
Unknown	0	0.0%	6	2.7%	0	0.0%	2	6.1%
LEP								
LEP	300	1.1%	1	0.4%	1	0.6%	0	0.0%
Not LEP	27,941	98.9%	219	96.9%	160	99.4%	31	93.9%
Unknown	0	0.0%	6	2.7%	0	0.0%	2	6.1%
Ethnicity								
Hispanic	185	0.7%	1	0.4%	1	0.6%	0	0.0%
Not Hispanic	28,056	99.3%	219	96.9%	160	99.4%	31	93.9%
Unknown	0	0.0%	6	2.7%	0	0.0%	2	6.1%
Racial Category								
American Indian/Alaskan Native	172	0.6%	0	0.0%	0	0.0%	0	0.0%
Asian	402	1.4%	0	0.0%	0	0.0%	0	0.0%
African American	308	1.1%	2	0.9%	2	1.2%	0	0.0%
Native Hawaiian/Pacific Islander	70	0.2%	2	0.9%	2	1.2%	0	0.0%
White	27,289	96.6%	216	95.6%	157	97.5%	31	93.9%
Unknown	0	0.0%	6	2.7%	0	0.0%	2	6.1%

APPENDIX A

H) The effect of the system on access to technical centers and transition to work programs

The current study provided no information to allow us to determine whether choice affected access to transition to work programs. However, we were able to look at the effect of choice on access to technical centers. Each school was labelled as including a local technical center, having access to a technical center, or having no access to a technical center. A school was considered as having access to a technical center if any single student in the October 1 census was also enrolled in a technical center. The results indicated that nearly all high schools in Vermont have some access to technical centers; only 6 Vermont high schools had no students also enrolled in a technical center. Perhaps, because so few schools lack access to technical centers, statistical tests to determine the affect of choice on access are not reliable. Nonetheless, the data hints that choice does improve access to technical centers and that students are choosing to go to or stay with schools with local technical centers. Further study is necessary to determine whether this effect is real or perhaps a function of school size or other variable that affects this interpretation.

	N	Enrolling	Transferring	Percentage of Schools with Net Loss
Schools with Local Technical Centers	14	48	23	14%
Schools with Access to Technical Ed	42	110	101	35%
Schools without Access to Technical Ed	5	3	37	60%

L) How the system has affected small schools.

To address this issue, schools were labelled as small if they had 25 or fewer graduates. This method has been used previously in the decision not to report graduation rates for small high schools. The one obvious problem with this method is that Rivendell Academy is labelled as a small school when it actually enrolls more than 300 students. One possibility is that last year's graduating class is small because the interstate school district is not yet four years old. The data do not reveal any statistically reliable results. The pattern of the data indicates that small schools are more likely to transfer more students by choice than enroll students by choice.

	N	Enrolling	Transferring	Percentage of Schools with Net Loss
Schools with fewer than 25 or fewer graduates	7	6	7	43%
Schools with more than 25 graduates	54	155	123	30%

Appendix A-1

Act 150 Report to the Senate and House Education Committees, January 22, 2003

A Note on Statistical Analysis of the Act 150 Demographic Data

To answer the demographic questions regarding students' participation in school choice, students requesting choice were coded for the following variables: gender, Individual Education Plan (IEP), poverty, Limited English Proficiency (LEP), ethnicity, and racial category. The data were then subjected to chi-square analysis to determine whether students requested choice at a greater or lesser percentage than expected from the distribution of students in the high school population. We also asked whether students were allowed choice or declined (presumably through lotteries) at a rate higher than or lower than the proportion of similar students who requested choice.

For example, we compared the percentage of students with or without an IEP in the entire high school population with the percentage of students with or without an IEP who requested choice. We also compared the percentage of students with or without an IEP who actually enrolled by choice with those requesting choice. In this example, students with IEPs make up 13.4% of the general population and 11.8% of the group of students requesting enrollment by choice. In this case, there is no reliable difference between the entire population of high school students and those requesting enrollment by choice. The percentage of students with an IEP who enrolled as choice students was 11.8%. This percentage is clearly not different from the percentage of students with an IEP requesting choice.

Indeed, the tests that were performed revealed only a single statistically reliable result. It appears that a larger number of female students requested enrollment by choice (55.7%) than expected when compared to the proportion of female students in high school (48.6%). There are several reasons why females might request choice more often than males, but the answer to that question is beyond the scope of the present study.

It should be noted that chi-square analysis requires a minimum number of observations in each cell. In some categories this requirement was not met and therefore the comparison was not made. Most notably, we were unable to make comparisons of racial categories because of the small number of non-white students in Vermont. And comparisons of the students who were declined choice were not possible because the overall number of students declined choice was so small that there were no students in several categories. This kind of result is indicated by the shaded areas in [Appendix A](#).

Public High Schools – Formation of School Choice Regions Under Act 150
Vermont Department of Education – Revised April 2002

Note: The schools of the Rutland County School Choice Collaborative, the Southeast Region, and the Winooski Valley Region Collaborative are included individually on this list and are also listed by groups at the end. For a given listing, a semi-colon indicates two separate regions; for example, see Blue Mountain Union.

School	Partners	Agreement (on file = X)
Arlington Memorial	Mt. Anthony	
BFA-Fairfax	Lamoille Union High School	X
Bellows Falls UHSD #27	Southeast Region	X
Black River USD #39	Southeast Region	X
Blue Mountain Union	Oxbow; Concord and Danville	X; X
Brattleboro UHSD #6	Southeast Region	X
Burlington High School	Milton; Winooski; Missisquoi; and CVU	X
Cabot School	Winooski Valley	X
Canaan Memorial High School	Lake Region and North Country	X
Champlain Valley UHSD #15	Burlington and Winooski	
Chelsea High School	Winooski Valley	X
Colchester High School	Mt. Mansfield	
Concord High School	Blue Mountain and Danville	X
Craftsbury Academy	Winooski Valley	X
Danville School	Concord and Blue Mountain	X
Enosburg Falls High School	Richford High School	X
Essex UHSD #46	So. Burlington	X
Fair Haven UHSD #16	Rutland County School Choice Collaborative	X (for 2001-2002)
Green Mountain UHSD #35	Southeast Region	X
Hartford High School	Southeast Region	X
Harwood UHSD #19	Winooski Valley	X

Public High Schools – Formation of School Choice Regions Under Act 150
Vermont Department of Education – Revised April 2002

School	Partners	Agreement (on file = X)
Hazen UHSD #26	Winooski Valley	X
Lake Region UHSD #24	Canaan and North Country	X
Lamoille UHSD #18	BFA-Fairfax	X
Leland & Gray	Southeast Region	X
Middlebury UHSD #3	Mt. Abraham and Vergennes	
Mill River USD #40	Rutland County School Choice Collaborative	X (2001-2002)
Milton High School	Burlington and Winooski	X
Missisquoi Valley UHSD #7	Burlington and Winooski	X
Montpelier High School	U-32 High School	
Mt. Abraham UHSD #28	Middlebury and Vergennes	
Mt. Anthony	Whitingham; Wilmington; Arlington	X; X
Mt. Mansfield USD #17	Colchester	
North Country UHSD #22	Canaan and Lake Region	X
Northfield High School	Winooski Valley	X
Otter Valley UHSD #8	Rutland County School Choice Collaborative	X (2001-2002)
Oxbow UHSD #30	Blue Mountain	X
Peoples Academy	Stowe; Winooski Valley	; X
Poultney High School	Rutland County School Choice Collaborative	X (2001-2002)
Proctor High School	Rutland County School Choice Collaborative	X (2001-2002)
Randolph UHSD #2	Winooski Valley	X
Richford High School	Enosburg Falls High School	X
Rivendell High School	Southeast Region (voluntary, not required by Act 150)	X (a New Hampshire school)
Rochester School	Winooski Valley	X
Rutland Senior High School	Rutland County School Choice Collaborative	X (2001-2002)
So. Burlington High School	Essex	X
So. Royalton High School	Winooski Valley	X
Spaulding High School	Winooski Valley	X
Springfield High School	Southeast Region	X
Stowe High School	Peoples Academy; Winooski Valley	; X

Public High Schools – Formation of School Choice Regions Under Act 150
Vermont Department of Education – Revised April 2002

School	Partners	Agreement (on file = X)
Twinfield Union High School	Winooski Valley	X
U-32 High School (UHSD #32)	Montpelier	
Vergennes UHSD #5	Middlebury and Mt. Abraham	
West Rutland School	Rutland County School Choice Collaborative	X (2001-2002)
Whitcomb High School	Winooski Valley	X
Whitingham School	Mt. Anthony; Wilmington	X; X
Williamstown High School	Winooski Valley	X
Wilmington High School	Mt. Anthony; Whitingham	X; X
Windsor High School	Southeast Region	X
Winooski High School	Burlington and CVU	X
Woodstock High School	Southeast Region	X

Winooski Valley Region Public School Choice Collaborative

Cabot	Rochester
Chelsea	South Royalton
Craftsbury	Spaulding
Harwood	Stowe
Hazen	Twinfield
Northfield	Whitcomb
Peoples	Williamstown
Randolph	

Southeast Region

Black River	Green Mountain	Rivendell	Woodstock
Bellows Falls	Hartford	Springfield	
Brattleboro	Leland & Gray	Windsor	

Public High Schools – Formation of School Choice Regions Under Act 150
Vermont Department of Education – Revised April 2002

Rutland County School Choice Collaborative

Fair Haven UHSD #16
Mill River USD #40
Otter Valley UHSD #8
Poultney High School
Proctor High School
Rutland City
West Rutland School

Data Collection - Participation in Act 150 - PUBLIC SCHOOL CHOICE IN GRADES 9-12
DUE DATE: OCT 18, 2002

This information is being collected based on requirements of Act 150 of the 1999-2000 legislative session. The text of the Act may be found at www.leg.state.vt.us/docs/2000/acts/act150.htm

Person Coordinating Act 150 School Choice for this school:

Name:

Title:

Address:

Phone Number:

Email:

Please submit this completed form to : Core Data Unit, VT Dept of Education
120 State Street, 5th Floor
Montpelier, VT 05620

School Choice **ENROLLMENTS**: Applicants and Participants

Please provide student information for all who applied to ENROLL in this school through Act 150 School Choice.

Enter capacity for school choice ENROLLMENTS for 2002-03 school year:
(If capacity varied by grade, please attach detail to this form)

☐

Check box if this school did not retain records of applicants for school choice and as a result, you are unable to enter this information in the form below.

State Assigned Student ID (if known)	Student Name			Date of Birth	Gender (Enter M or F)	Did Student Enroll in this School? (Check One)
	First	Middle	Last			
						<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No-Accepted but did not Enroll</div> <div><input type="checkbox"/> No - Not Accepted</div> <div><input type="checkbox"/> No- Other Reason(specify) _____</div>
						<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No-Accepted but did not Enroll</div> <div><input type="checkbox"/> No - Not Accepted</div> <div><input type="checkbox"/> No- Other Reason(specify) _____</div>
						<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No-Accepted but did not Enroll</div> <div><input type="checkbox"/> No - Not Accepted</div> <div><input type="checkbox"/> No- Other Reason(specify) _____</div>

School Choice **TRANSFERS**: Applicants and Participants

Please provide student information for all who applied to TRANSFER from this school in order to attend another school within this school choice region through Act 150 School Choice.

Enter maximum number of school choice student TRANSFERS this school allowed for 2002-2003 School Year:

☐

Check box if this school did not retain records of applicants for school school choice and as a result, you are unable to enter this information in the form below.

State Assigned Student ID (if known)	Student Name			Date of Birth	Gender (Enter M or F)	Did Student Transfer to another School through Act 150 School Choice? (Check One)
	First	Middle	Last			
						<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No-Selected but did not Transfer</div> <div><input type="checkbox"/> No- Not Selected</div> <div><input type="checkbox"/> No- Other Reason(specify) _____</div>
						<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No-Selected but did not Transfer</div> <div><input type="checkbox"/> No- Not Selected</div> <div><input type="checkbox"/> No- Other Reason(specify) _____</div>
						<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No-Selected but did not Transfer</div> <div><input type="checkbox"/> No- Not Selected</div> <div><input type="checkbox"/> No- Other Reason(specify) _____</div>

Need assistance with this form? Please call (802) 828-3777.

ACT 150: DATA ON SCHOOLS

Attachment C

School ID	School Name	School did not keep record of all students applying for choice	Transfer Capacity	Enrollment Capacity	Students Transferred By Act 150	Students Enrolled By Act 150	Known Students "grandfathered" from previous year	Small High School*	Access to Technical Center*
Statewide Totals		2	314	364	161	161	87	7	42
PS011	ARLINGTON MEMORIAL		6	6	-	3	-	No	Yes
PS025	BELLOWS FALLS UHSD #2		24	24	10	1	-	No	Yes
PS027	BELLOWS FREE ACADEMY				-	-	-	No	Yes
PS035	BLACK RIVER USD #39		10		5	-	-	No	Yes
PS036	BLUE MOUNTAIN USD #21		7	4	1	1	1	No	No
PS040	BRATTLEBORO UHSD #6			4	-	3	-	No	Local
PS052	BURLINGTON SENIOR HIG				3	3	2	No	Local
PS055	CABOT SCHOOL		4	4	-	-	-	No	Yes
PS059	CANAAN SCHOOLS		6	6	-	-	-	Yes	No
PS066	CHAMPLAIN VALLEY UHSD				-	-	-	No	Yes
PS069	CHELSEA ELEM. HIGH SC				1	-	-	No	Yes
PS072	COLCHESTER HIGH SCHOO		6	6	1	2	2	No	Yes
PS074	CONCORD SCHOOL		2		2	-	-	Yes	No
PS078	CRAFTSBURY SCHOOLS		3	3	1	1	-	Yes	Yes
PS082	DANVILLE SCHOOL			5	-	2	-	No	No
PS098	ENOSBURG FALLS JR/SR		6	6	-	-	-	No	Local
PS388	ESSEX COMM. ED. CTR.				-	1	-	No	Local
PS104	FAIR HAVEN UHSD #16		10	10	7	7	3	No	Yes
PS124	GREEN MOUNTAIN UHSD #		24	24	2	16	11	No	Yes
PS134	HARTFORD HIGH SCHOOL			0	-	1	-	No	Local
PS138	HARWOOD UHSD #19		10	10	3	-	-	No	No
PS139	HAZEN UHSD #26		10	10	1	-	-	No	Yes
PS157	LAKE REGION UHSD #24		6	6	6	4	4	No	Yes
PS158	LAMOILLE UHSD #18				3	3	1	No	Local
PS161	LELAND AND GRAY UHSD		10	10	-	2	-	No	Yes
PS180	MIDDLEBURY SR. UHSD #		6	6	-	6	-	No	Local
PS183	MILL RIVER USD #40		4	4	4	20	17	No	Yes
PS186	MILTON SR HIGH SCHOOL				-	-	-	No	Yes
PS187	MISSISQUOI VALLEY UHS		5	5	-	-	-	No	Yes
PS191	MONTPELIER HIGH SCHOO		6	6	6	15	11	No	Yes
PS195	MOUNT ABRAHAM UHSD #2		12	6	5	-	-	No	Yes
PS196	MT. ANTHONY SR. UHSD	X			3	-	-	No	Local
PS199	MT. MANSFIELD USD #17		6	6	2	1	-	No	Yes
PS208	NORTH COUNTRY SR UHSD				2	6	-	No	Local
PS211	NORTHFIELD MIDDLE/HIG			4	-	1	1	No	Yes
PS219	OTTER VALLEY UHSD #8			10	10	3	3	No	Yes
PS220	OXBOW UHSD #30		6	6	1	1	-	No	Local
PS224	PEOPLES ACADEMY		6	6	2	4	1	No	Yes
PS230	POULTNEY HIGH SCHOOL		10	8	5	-	-	No	Yes

ACT 150: DATA ON SCHOOLS

Attachment C

School ID	School Name	School did not keep record of all students applying for choice	Transfer Capacity	Enrollment Capacity	Students Transferred By Act 150	Students Enrolled By Act 150	Known Students "grandfathered" from previous year	Small High School*	Access to Technical Center*
Statewide Totals		2	314	364	161	161	87	7	42
PS233	PROCTOR JR/SR HIGH SC		5	5	2	5	2	Yes	Yes
PS237	RANDOLPH UHSD #2			8	1	4	2	No	Local
PS242	RICHFORD JR/SR HIGH S		6	6	-	-	-	No	Yes
PI004	RIVENDELL ACADEMY		0	4	-	-	-	Yes	Yes
PS247	ROCHESTER SCHOOL		6	6	1	-	-	Yes	Yes
PS253	RUTLAND SENIOR HIGH S		6	6	2	13	6	No	Local
PS272	SO. BURLINGTON HIGH S		1		1	1	-	No	Yes
PS274	SO. ROYALTON ELEM/HIG				1	2	1	No	Yes
PS276	SPAULDING HSUD #41		10	6	7	5	2	No	Local
PS278	SPRINGFIELD HIGH SCHO		5	15	1	2	-	No	Local
PS287	STOWE MIDDLE/HIGH SCH		6	6	2	5	5	No	Yes
PS304	TWINFIELD USD #33		1	7	1	1	1	No	Yes
PS305	U32 HIGH SCHOOL (UHSD		6	6	12	6	5	No	Yes
PS312	VERGENNES UHSD #5		10	10	2	1	-	No	Yes
PS331	WEST RUTLAND SCHOOL		6	1	5	2	1	No	Yes
PS338	WHITCOMB JR/SR HIGH SCHOOL	X	5	5	1	-	-	No	Yes
PS341	WHITINGHAM SCHOOL		25		1	-	-	Yes	Yes
PS344	WILLIAMSTOWN MIDDLE/HIGH SCHOOL		5	5	2	3	3	No	Yes
PS346	WILMINGTON MIDDLE HIGH SCHOOL			50	-	1	1	No	Yes
PS348	WINDSOR HIGH SCHOOL		6	5	-	-	-	No	Yes
PS351	WINOOSKI HIGH SCHOOL			6	2	2	-	No	Yes
PS356	WOODSTOCK SR. UHSD #4			2	-	1	1	No	Yes
	UNKNOWN				31	-	-		

* A small high school is one with fewer than 25 graduates in the 2001-2002 school year.

* A school was considered having access to a technical center if at least one student enrolled in that school was also enrolled in a technical center on October 1, 2002.

* Of the students transferring from an unknown school, 28 transferred to their current school during the 2001-2002 school year, 2 transferred from Jr. High Schools, and 1 was enrolled in a private school during the prior year.